

Name: Richard
Date of Birth: March 13, 1984

Richard is a 17-year-old student with autism and is in a self-contained classroom for students with multiple disabilities. He is ambulatory and verbal, however Richard is often echolalic and perseverative in his speech. He has difficulty initiating conversation. When he gets agitated or stressed, Richard often becomes self-injurious. Richard will severely bite his hand or bang his head. The sources of stress are unknown, as many situations have resulted in such self-injurious behavior.

Richard lives in a group home. His father and brother are deceased. His mother is concerned about his future and wants to obtain legal guardianship. Richard has an account where his Social Security funds are deposited. Both he and his mother want Richard to work but are concerned about how employment will impact his benefits. Richard has never learned to access his bank account and has no idea of how much money is in there. He always likes to venture into the community to go to movies, to baseball games, and to retail stores but needs assistance with prioritizing purchases based upon the amount of the items and how much money staff at the group home have set aside for his allowance. Richard desires to have control of his bank account and does not like the staff making those decisions for him. When Richard goes into the community, he is unaware of his environment and of the need to be safe when crossing streets. Richard finds his way to and from school and while on the school campus. He knows how long it takes him to walk to school so he monitors his speed independently. However, Richard has not learned this skill to the point of generalization to know how long it would take him to get to places in the community, how long he can spend there before needing to head back to the group home for dinner, etc.

Richard has participated in an enclave through his school. He performed basic janitorial activities and enjoyed this experience very much. He has never had one-on-one intensive training. Richard wants to get a job where he works by himself as opposed to with his peers.

For a long period of time, the residential staff took full responsibility for caring for Richard's personal belongings. His mother feels it is time Richard learns these skills and become more independent. Richard has not had the experience of washing and folding laundry, cleaning his room, making his bed, picking music and putting the boom box in room to listen to music, or helping to prepare meals.

Richard has always dreamt of going to Disneyland in California. Between his Social Security funds and obtaining employment, Richard's mother would like for him to learn the skill of setting aside money for special occasions and trips, such as going to Disneyland. Richard would like to go to Disney with someone other than his mother and the residential staff at his group home, but does not know people beyond his home and school environment.

Student Name: _____ IEP Date: _____

Student Name Richard		Date of Meeting February 6, 2002	
Student Demographics			
DOB March 13, 1984	Age 17	Grade Ungraded	Home Language English
School of Residence Likealot School		School of Attendance Likealot School	Language of Instruction English
Parent/Guardian Roseanne	Home Address 450 Hartfelt Street, #B-1, Phoenix, 85000	Home Phone (602) 555-8787	Work Phone (602) 555-8888

IEP Team Meeting Participants §300.344(a)(1-7)		
Role	Name	Date
Student	Richard	February 6, 2002
Parent/Guardian/Surrogate	Roseanna	February 6, 2002
LEA Representative	Maxine	February 6, 2002
Special Education Teacher	Hilda	February 6, 2002
Regular Education Teacher	Theresa	February 6, 2002
Individual to interpret the results of the evaluation	Ronald	February 6, 2002
Agency Representative		
Interpreter _____ language		
Other		
Other Assist Group Home Services	Stuart	February 6, 2002

Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).

Richard wants to obtain a job working by himself. He has had some janitorial experience which he has enjoyed. Richard currently lives in a group home. He wants to gain control of his money, and his mom would like for him to become more independent in his personal care needs. Richard enjoys going into the community, especially to watch baseball and go to movies. He has a dream of visiting Disneyland. Richard also wants to make friends with people outside of the group home. His mother needs information on obtaining guardianship of Richard.

Present Levels of Educational Performance (PLEP)

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Richard is 17-years old and lives in a group home. He attends a self-contained classroom for all instruction in school. Richard is ambulatory and gets to school independently. He has learned how to move about on campus alone as well. However, Richard needs assistance when going to community sites as he is not well aware of safety and his environment. Richard would benefit from mobility and safety training to become more independent in accessing the community.

Richard is verbal, although he has difficulty initiating conversation. He is functioning at the Foundations Level of the Arizona Academic Standards in reading, writing, and math. Training strategies to assist him in expressing himself more clearly would help Richard as he has the tendency to use echolalic speech patterns and to be perserverative.

Richard wants to obtain paid employment. He has had minimal work experience in an enclave performing janitorial tasks including taking out the trash, cleaning the sinks, and mopping the floors. Richard is eager to work one-on-one with somebody as opposed to being with other students like him working on similar tasks.

Richard would benefit from anger management and intrapersonal skills training. He often gets agitated and becomes self-injurious. This behavior, seen by teachers and staff at his group home, are not followed by any known antecedent.

Richard likes to go to baseball games and to the movies. He receives money for such activities from his mother or from staff at the group home, although Richard would like to learn skills to be in charge of his own money. Richard wants to save money to go to Disneyland, and hopes to meet peers outside of the group home who want to go with him.

Richard lives in a group home. The staff provide a tremendous amount of direct care to Richard. Richard and his mother would like to see an increase in knowledge for daily living skills, including washing and folding laundry, cooking basic meals, and cleaning up after himself.

Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:
§300.347 (7)(b)(1)

Age: 17/18 School Year: '01-'02	Age: 18/19 School Year: '02-'03	Age: 19/20 School Year: '03-'04	Age: 20-21 School Year: '04-'05	Age: 21 School Year: 01/05-03/05
Life Skills Language Arts	Life Skills Language Arts	Life Skills Language Arts	Life Skills Language Arts	Life Skills Language Arts
Life Skills Math	Life Skills Math	Life Skills Math	Life Skills Math	Life Skills Math
Family and Consumer Science	Career Awareness	Community-based Instruction—environmental awareness and safety	Community-based Instruction – mobility training	Community-based Instruction --
Adaptive P.E.	Daily Living Skills Training	Daily Living Skills Training	Daily Living Skills Training	Daily Living Skills Training
On-campus Work Experience - janitorial	On-campus Work Experience - janitorial	Off-campus Work Experience	Off-campus work experience	Off-campus work experience
Personal Management	Home Economics	Time Management training		

Additional Educational Opportunities:

Comparison-shopping with Richard's mom and group home staff. Work experience placement off-campus will be decided upon completion

of situational work assessments to determine areas of interest and aptitudes including but also beyond janitorial.

Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

☒ Yes, Date: February 2, 2001 – Richard's mom is looking into guardianship

☐ Guardianship legally held by other _____

Student Name: _____ IEP Date: _____

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Learn about time management *Enroll in self-advocacy/self-awareness training	*Richard, School * Richard, Independent Living Center	*School *ILC-there is no expense for this
Community Experiences:	*Visit retail stores for shopping *Investigate participation in community social/recreation events *Join a community recreation center	*Richard, School *Richard, Group Home staff *Richard, Mother	*School *Group Home *Richard and his mom
Employment:	*Meet with Social Security Representative to discuss benefits and work incentives *Meet with VR to determine eligibility *Practice job application and interviewing skills *Obtain part-time employment in area of interest	*Richard, Mother *Richard, Mother, DDD *Richard, School *Richard, VR	*Social Security Administration; there is no expense *DDD will refer to VR for ESS qualification *School *VR
Related Services:	*Receive orientation and mobility training in the community *Engage in conversation to express wants with community members	*Richard, School, Group Home *Richard, School	*School, Group Home *School
Post-secondary training and Adult Living:	*Explore guardianship *Plan for vacation to Disneyland *Visit adult service providers in the community for habilitation assistance	*Richard, Mother, Center for Disability Law *Richard, Mother, Group Home staff *Richard, Mother	*Richard's mom *Richard and his mom *Richard's mom will pay for transportation costs to visit sites
Daily Living (if appropriate):	*Register with DDD *Develop a network of informal supports	*Richard, Mother *Richard, Group Home staff	*DDD *Group home
Functional Vocational Evaluation (if appropriate):	*Take non-reading interest inventory *Conduct situational work assessments in areas of interest	*Richard, School Psychologist *Richard, School	*School *School

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Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)

School Year	Needed Services	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Habilitation assistance	DDD Support Coordinator	Richard's mom, March '02	Upon determination of eligibility	Eligibility determination to access habilitation services
'01-'02	Guardianship	Center for Disability Law	Richard's mom, March '02	Upon establishment of information necessary	Obtain guardianship by parent
'01-'02	Socialization and peer support	Group Home Staff	Richard, Richard's mom, April '02	April '02- until moving to another facility	Participation in activities in the community and developing friendships
'01-'02	Awareness of Social Security work incentives	SSA Specialist	Mother, Summer '02	Summer ' 02	Understanding of SS work incentives and impact on employment
'02-'03	Eligibility determination	Vocational Rehabilitation Counselor-ESS	DDD Support Coordinator, September '02	September '02	Place on wait list for long term funding to assist with obtaining job
'02-'03	Self advocacy training	Center for Independent Living	Richard's mom, March '03	Summer '03	Develop skills to advocate wants, needs

If an agency invited to the IEP meeting was unable to attend, did the school take other steps to try to involve this agency? Describe the steps taken.

DDD was invited to the meeting but left a message that the Support Coordinator was not able to attend due to staffing conflict. Will meet with Richard's mom in March to determine eligibility for Richard. Was not able to get information on DDD to us in time for IEP meeting. The Support Coordinator will provide information on DDD at the appointment with the Richard and his mom in March.